

***From Values to Practice: Developing a Religious Moderation Learning Module for Primary Education***

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***Abstract***

*This study examines the development of integrated learning modules incorporating religious moderation values for Madrasah Ibtidaiyah (MI) and Elementary School (SD) levels as an effort to strengthen value-based education from an early age. The research aims to produce learning modules that are valid, practical, and relevant to the pedagogical needs of Islamic basic education. This study employs a Research and Development (R&D) approach using the 4D model, which consists of the stages of define, design, develop, and limited dissemination. Data were collected through needs analysis, expert validation, teacher practicality assessments, student trials, classroom observations, and evaluation of learning mastery. The results indicate that the developed modules demonstrate a high level of validity based on expert judgment and are considered very feasible by teachers as instructional users. Furthermore, the modules were positively received by students and effectively promoted active engagement in the learning process. Evaluation of learning mastery revealed that the majority of students achieved the expected learning outcomes. These findings suggest that religious moderation values can be systematically and contextually integrated into learning modules at the basic education level. This study contributes practically to teachers and Islamic education managers in developing value-based learning and enriches academic discourse on religious moderation and character education through a product development approach.*

***Keywords:*** Religious Moderation, Basic Education, Character Education.

***Abstrak***

Penelitian ini bertujuan mengembangkan modul pembelajaran terintegrasi berbasis nilai-nilai moderasi beragama pada jenjang Madrasah Ibtidaiyah (MI) dan Sekolah Dasar (SD) sebagai upaya penguatan pendidikan nilai sejak dini. Tujuan penelitian ini adalah menghasilkan produk pembelajaran yang valid, praktis, dan relevan dengan kebutuhan pedagogis pendidikan dasar Islam. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model 4D yang meliputi tahap pendefinisian, perancangan, pengembangan, dan penyebaran terbatas. Teknik pengumpulan data dilakukan melalui analisis kebutuhan, validasi ahli, uji kepraktisan oleh guru, uji coba peserta didik, observasi aktivitas pembelajaran, serta evaluasi ketuntasan belajar. Hasil penelitian menunjukkan bahwa modul pembelajaran yang dikembangkan memiliki tingkat validitas yang tinggi berdasarkan penilaian para ahli dan dinyatakan sangat layak digunakan oleh guru. Selain itu, modul mendapat respons positif dari peserta didik dan mampu meningkatkan keterlibatan aktif siswa dalam proses pembelajaran. Evaluasi ketuntasan belajar menunjukkan sebagian besar peserta didik mencapai hasil belajar yang diharapkan. Temuan ini menunjukkan bahwa integrasi nilai moderasi beragama dalam modul pembelajaran dapat diterapkan secara sistematis dan kontekstual pada pendidikan dasar serta memberikan kontribusi praktis bagi pengembangan pembelajaran berbasis nilai dan karakter.

***Kata Kunci:*** Moderasi Beragama, Pendidikan Dasar, Pendidikan Karakter.

## A. Introduction

Religious moderation occupies an important position in contemporary educational discourse because it is directly related to the way individuals understand differences and build civilized social relations. From a theoretical perspective, religious moderation is understood as a religious orientation that rejects extremism and absolutism, and places balance, dialogue, and respect for humanity as the main principles<sup>1</sup>. This view is in line with the humanistic education tradition which views education not only as a process of knowledge transfer, but as a space for the formation of moral and social awareness of students<sup>2</sup>. In Islamic education, religious moderation is not interpreted as a compromise of teachings, but as a way of understanding and practicing religion in a proportional, contextual, and oriented manner for the common good<sup>3</sup>. From this point of view, basic education has its own significance because it is the initial phase of the formation of mindsets, emotional attitudes, and the way students interpret the differences that they will bring to the next stage of life.

The theoretical framework of values education and religious education shows that tolerant and inclusive attitudes do not grow naturally, but rather are formed through continuous learning experiences. Education in a pluralistic society needs to be directed at the development of civic virtues, including the ability to understand differences as legitimate social realities<sup>4</sup>. Correspondingly, reflective religious education allows students to see religion as a living tradition and open to dialogue, not just a rigid collection of doctrines<sup>5</sup>. In the study of Indonesian Islam, it is shown that moderate attitudes in religion have strong historical roots and develop through a long process of education, culture, and social interaction<sup>6</sup>. However, most of these studies emphasize more conceptual and normative dimensions, while pedagogical practices in the classroom, especially at the basic education level, have not been studied in depth from the perspective of the experience of educational actors.

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<sup>1</sup> Irwanto Irwanto, "Social Communication from the Perspective of Religious and Scientific Moderation: Building Harmonious Dialogue in the Digital Era," *Priviet Social Sciences Journal* 5, no. 9 (2025): 349–55, <https://doi.org/10.55942/pssj.v5i9.1066>.

<sup>2</sup> Ewan Cameron and Claire Cassidy, "Collaborative, Child-Led Philosophical Inquiry in Religious and Moral Education," *British Journal of Religious Education* 44, no. 2 (2022): 172–87, <https://doi.org/10.1080/01416200.2021.2009440>.

<sup>3</sup> Moh Mukri et al., "The Implementation of the Maslahah Principle in Cultivating Religious Moderation in the State Islamic Universities," *Al-'Adalah* 21, no. 2 (2024): 371–400, <https://doi.org/10.24042/adalah.v21i2.23953>.

<sup>4</sup> Delandrea Hall and Cinthia Salinas, "Chronicling Sankofa: The Evolution of the Work of James Banks and Civic Education," *Theory & Research in Social Education* 51, no. 2 (2023): 337–41, <https://doi.org/10.1080/00933104.2023.2193137>.

<sup>5</sup> Nopparat Ruankool, "COVID-19 and Religious Education Reimagined: Discovering a Reflective Space through Hannah Arendt's Concept of Thinking," *British Journal of Religious Education* 46, no. 3 (2024): 236–44, <https://doi.org/10.1080/01416200.2023.2233055>.

<sup>6</sup> Ahmad Fauzi, "The Role of Pesantren in Promoting Wasathiyah Islam in Indonesia," *Journal of Islamic Studies and Culture* 9, no. 2 (2021): 134–48, <https://doi.org/10.36836/si.v26i3.1592>.

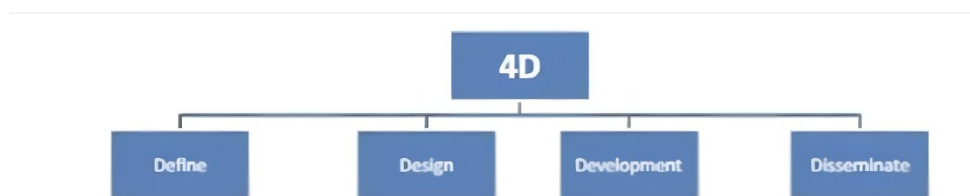
The direction of research that has developed so far shows a tendency to place religious moderation at the level of policy, public discourse, or secondary and higher education. Studies of Islamic boarding schools, madrasas, and Islamic educational institutions generally focus on the role of leadership, organizational culture, or formal curriculum in building moderation. Although important, this focus leaves a blank space at the initial praxis level, namely how the values of religious moderation are introduced and interpreted by elementary school-age children. In moral and cognitive development theory, this phase is seen as the stage of forming an initial schema about right-wrong, self-other, and how to respond to differences. When research at this level is still limited, the understanding of the process of internalizing the value of religious moderation becomes incomplete. This gap opens up space for qualitative research that seeks to understand religious moderation as a daily pedagogical practice, not just as a normative concept.

Departing from these conditions, this study is directed to examine how religious moderation is present and carried out in learning in Madrasah Ibtidaiyah and Elementary Schools. The focus of the research is not directed at measuring numerical attitudes or achievements, but rather on a deep understanding of how teachers interpret the concept of religious moderation, the pedagogical strategies they use, and how students respond to and build an initial sense of diversity. The qualitative approach was chosen because it allows researchers to capture the dynamics of interactions, symbolic practices, and social contexts that shape learners' learning experiences. Through this approach, religious moderation is understood as a process negotiated in pedagogical relations, rather than as values that are instilled in a linear and one-way manner.

Argumentatively, this research is based on the view that religious moderation in primary education is a social practice born from the meeting between religious values, educational policies, and class reality. These values do not exist in a uniform form, but are interpreted and realized through the actions of teachers, interactions between students, and the culture of educational institutions. By examining these practices in depth, this research is expected to enrich the study of Islamic education and character education with a more contextual and experience-based perspective. The findings of this study are also expected to be a reflective foothold for the development of learning that is more sensitive to diversity and more relevant to basic education needs. The following description will explain the methodological approach used to understand this phenomenon systematically.

## B. Research Method

This research is carried out in the context of basic education, especially in Madrasah Ibtidaiyah (MI) and Elementary Schools (SD), which still face limitations in teaching materials that systematically integrate the value of religious moderation into the learning process<sup>7</sup>. Although religious moderation has become a national strategic agenda, its implementation at the classroom level tends to be normative and unstructured in learning tools. This condition shows that there is a gap between policies, theory of value education, and pedagogical practice. To bridge this gap, this study uses a Research and Development (R&D) approach with a 4D (Define, Design, Develop, Disseminate) model<sup>8,9,10</sup>. The 4D model was chosen because it provides systematic and logical development stages, from needs analysis to limited product deployment. As shown in Figure 2, this model allows researchers to develop learning products that are not only theoretically valid, but also practical and applicable in real learning contexts, making them relevant to answer research objectives.



**Figure 1.** 4D Model Development Steps

The *definition* stage is carried out through an analysis of learning needs which includes student characteristics, teacher needs, and curriculum demands at the MI/SD level. Data at this stage were collected through questionnaires and limited interviews with teachers to identify learning problems and the need for the integration of religious moderation values. Furthermore, at the *design stage*, the initial design of the learning module is prepared which includes learning objectives, materials, activities, and evaluations that are integrated with the value of religious moderation. The *develop stage* involves the initial product development process which is then validated by material experts and media experts using a validation sheet. After revision based

<sup>7</sup> Abdul Muis, "Incorporating Religious Moderation Values into the Islamic Religious Education Curriculum in Secondary Education: A Systematic Review of Goals, Experiences, Methods, and Evaluation," *British Journal of Religious Education*, 2025, <https://doi.org/10.1080/01416200.2025.2598619>.

<sup>8</sup> Rahmi Wiganda Elastika, Sukono, and Stanley Pandu Dewanto, "Analysis of Factors Affecting Students' Mathematics Learning Difficulties Using Sem as Information for Teaching Improvement," *International Journal of Instruction* 14, no. 4 (2021): 281–300, <https://doi.org/10.29333/iji.2021.14417a>.

<sup>9</sup> Wahira, Ansar, and Ismail Tolla, "Analysis of the Needs for Developing the Competence of Elementary School Supervisors through Analysis Design Development Implementation Evaluation (ADDIE) Model," *Kasetsart Journal of Social Sciences* 44, no. 4 (2023): 1303–12, <https://doi.org/10.34044/j.kjss.2023.44.4.34>.

<sup>10</sup> Siti Soleha Razali et al., "TVET in The 21st Century: Exploring Multimedia Elements in Digital Teaching and Learning Based On Art Content," *Journal of Technical Education and Training* 15, no. 1 (2023): 9–19, <https://doi.org/10.30880/jtet.2023.15.01.002>.

on expert input, the module was tested on a limited basis to teachers and students to obtain data on practical feasibility and product acceptability through a user response questionnaire. The *disseminate stage* is carried out on a limited scale as a form of initial implementation of the product in the context of the learning being studied.

Data obtained from the expert validation stage, practical feasibility test by teachers, and student trials were analyzed to assess the validity, practicality, and potential effectiveness of the product. Quantitative data from the validation sheet and response questionnaire were analyzed using descriptive statistics in the form of percentages and average values to determine product feasibility categories. Meanwhile, student learning outcome data is analyzed based on the percentage of learning completeness as an indicator of learning achievement after the use of the module <sup>11</sup>. To increase the credibility of the findings, the quantitative data is supported by the results of observations of students' activities during the learning process. The entire analysis process is carried out in stages according to the stages of the 4D model, so that the results of the analysis not only function to assess the final product, but also as a basis for revision and improvement of the product<sup>12,13</sup>. Thus, the resulting product has a strong empirical foundation and is feasible to apply in the context of basic education.

## C. Result And Discussion

### 1. Product Development Results

This research produced an integrated learning module on religious moderation values designed to be used in Madrasah Ibtidaiyah (MI) and Elementary School (SD) students. This module is prepared as an independent teaching material that contains learning objectives, materials, learning activities, and evaluations that are integrated with the values of religious moderation. The learning modules developed consist of four main materials, namely national commitment, tolerance, anti-violence attitudes and the prevention of radicalism, and accommodating attitudes towards local culture. Each material is designed with learning objectives that are tailored to the characteristics of students at the MI/SD level and equipped with learning activities that encourage active student participation. The module view includes a cover section, instructions for use, material descriptions, learning activities, and evaluations. The design of the module is

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<sup>11</sup> Mahyaeny Mahyaeny, "Application of Play-Answers Learning Method to Improve Student Activities and Learning Completeness in Science Learning," *Jurnal Pijar Mipa* 16, no. 5 (2021): 695–99, <https://doi.org/10.29303/jpm.v16i5.3460>.

<sup>12</sup> Alban Farchi et al., "Online Model Error Correction With Neural Networks in the Incremental 4D-Var Framework," *Journal of Advances in Modeling Earth Systems* 15, no. 9 (2023), <https://doi.org/10.1029/2022MS003474>.

<sup>13</sup> K. E.K. Vimal, Jayakrishna Kandasamy, and Vedant Gite, "A Framework to Assess Circularity across Product-Life Cycle Stages-A Case Study," *Procedia CIRP* 98 (2021): 442–47, <https://doi.org/10.1016/j.procir.2021.01.131>.

tailored to the level of cognitive development of the students and uses simple and communicative language. The display of the integrated learning module of the value of religious moderation is presented in Figure 2.



Figure 2. Display of Integrated Learning Module Values of Religious Moderation

## 2. Expert Validation Results

Expert validation was carried out to assess the feasibility of the integrated learning module of religious moderation values that had been developed before being implemented on students. This validation involves subject matter experts and learning media experts who assess the modules based on several aspects, including the suitability of learning objectives, module design and organization, language, learning methodology, and practicality of using modules. The results of expert validation showed that the integrated learning module of religious moderation score obtained an average score of 85.6% with very feasible criteria. The feasibility assessment is based on the achievement of scores in each aspect assessed, which as a whole shows that the module has met the eligibility

standards as a teaching material for MI/SD level students. In detail, the aspect of the suitability of learning objectives obtained a score of 86.0%, the design and organization aspect of the module was 84.5%, the linguistic aspect of 87.0%, the learning methodology aspect was 85.0%, and the practical aspect of the use of the module was 85.5%. The recapitulation of the results of expert validation of the integrated learning module of religious moderation values is presented in Table 1.

**Table 1.** Expert Validation Results of the Integrated Religious Moderation Learning Module

No	Aspects Assessed	Score (%)	Criteria
1	Suitability of Learning Objectives	86,0	Very Feasible
2	Module Design and Organization	84,5	Very Feasible
3	Language	87,0	Very Feasible
4	Learning Methodology	85,0	Very Feasible
5	Practicality of Using the Module	85,5	Very Feasible
	<b>Average</b>	<b>85,6</b>	<b>Very Feasible</b>

### 3. Results of Module Practical Feasibility Test by Teachers

The practical feasibility test of the integrated learning module with the value of religious moderation was carried out to determine the level of practicality and ease of use of the module by teachers as users in the learning process. This feasibility test was carried out at the limited field trial stage involving classroom teachers at the Madrasah Ibtidaiyah (MI) and Elementary School (SD) levels. The results of the practical feasibility test showed that the integrated learning module of religious moderation score obtained an average score of 90% with very feasible criteria based on teachers' responses. The teacher's assessment of the module includes several aspects, namely the suitability of the material with the learning outcomes, the ease of use of the module, the clarity of the instructions for use, and the suitability of the module with the characteristics of the students. In detail, the aspect of material suitability with learning outcomes obtained a score of 92%, the aspect of ease of use of the module by 90%, the clarity of the instructions for use by 90%, and the aspect of the suitability of the module with the characteristics of the students by 88%. Details of the results of the practical feasibility test of the module by the teacher are presented in Table 2.

**Table 2.** Results of Module Practical Feasibility Test by Teachers

No	Aspects Assessed	Score (%)	Criteria
1	Suitability of Material with Learning Outcomes (CP)	92	Very Feasible
2	Ease of Use of Modules	90	Very Feasible
3	Clarity of Instructions for Use	90	Very Feasible

4	Suitability of Modules with Student Characteristics	88	Very Feasible
<b>Average</b>		<b>90</b>	<b>Very Feasible</b>

#### 4. Student Testing Results

The student trial was carried out to determine the level of acceptance, understanding, and feasibility of the integrated learning module of religious moderation values from the perspective of students as direct users in the learning process. This trial was carried out in a limited field trial stage involving class VI students of Madrasah Ibtidaiyah (MI). The results of the students' trial showed that the integrated learning module of religious moderation score obtained an average score of 78.6% with feasible criteria. Students' assessment of the module includes several aspects, namely the feasibility of content, the feasibility of presentation, and the feasibility of the module's language. The content feasibility aspect obtained a score of 80.0%, the feasibility aspect of presentation was 78.5%, and the language feasibility aspect was 77.3%. The results of the students' trial of the integrated learning module of the value of religious moderation are presented in Table 3.

**Table 3.** Module Trial Results Based on Student Responses

No	Aspects Assessed	Score (%)	Criteria
1	Content Eligibility	80,0	Feasible
2	Presentation Eligibility	78,5	Feasible
3	Language Qualifications	77,3	Feasible
<b>Average</b>		<b>78,6</b>	<b>Feasible</b>

#### 5. Results of Student Activity Analysis

Analysis of student activities was carried out to determine student involvement during the learning process using an integrated learning module of religious moderation values. Student activities were observed during the implementation of the field trial limited to grade VI students of Madrasah Ibtidaiyah (MI). The results of the observation showed that students who used the integrated learning module of religious moderation values were actively involved in various learning activities. Figure 2, shows the activities of students during the learning process using the integrated learning module of religious moderation values. Students were seen to be more active in group discussions and activities that contained religious moderation values, such as tolerance, anti-violence, and national commitment. In addition, students show mutual respect and cooperation in learning interactions in the classroom.



**Figure 2.** *Student Activities in Learning Using Integrated Learning Modules with Religious Moderation Values*

## 6. Results of Evaluation of Student Learning Completeness

The evaluation of student learning completeness was carried out to determine the achievement of student learning outcomes after participating in learning using an integrated learning module of religious moderation values. This evaluation was carried out at the stage of a limited field trial for grade VI students of Madrasah Ibtidaiyah (MI). The results of the evaluation showed that most of the students had achieved completeness in learning the material presented in the integrated learning module of religious moderation values. Based on the results of data analysis, as many as 80% of students were declared complete, while 20% of students had not achieved learning completion. The recapitulation of the results of students' learning completeness is presented in Table 4.

**Table 4.** *Evaluation Results of Students' Learning Mastery*

No	Mastery Category	Percentage (%)
1	Mastery Achieved	80
2	Not Yet Mastered	20
<b>Total</b>		<b>100</b>

This research produced an integrated learning module on the value of religious moderation for Madrasah Ibtidaiyah (MI) and Elementary School (SD) levels which was developed through the Research and Development approach. The main findings show that the developed product has a high feasibility level based on expert validation with an

average score of 85.6%, as well as an excellent practical feasibility level based on teacher assessments of 90%. In addition, the results of the students' trial showed a good acceptance rate with an average score of 78.6%, while the evaluation of learning completeness indicated that 80% of students achieved learning completeness.

The results of this study show that the modules are not only conceptually and practically feasible, but can also be used in the context of real learning in the classroom. The integration of religious moderation values into the structure of materials, activities, and learning evaluations is the main feature of the product that distinguishes it from conventional teaching materials. These findings confirm that the development of value-based teaching materials can be systematically designed and empirically tested to support learning that is oriented towards the formation of students' attitudes and character from primary education.

In addition, this research contributes to strengthening the literature on the development of value-based teaching materials and character education in elementary schools. The high validation results support the view that expert validation is a crucial stage for ensuring the quality and feasibility of R&D products before they are widely implemented<sup>14</sup><sup>15</sup><sup>16</sup>. These findings are also in line with emphasising the importance of an integrated curriculum in building 21st century competencies, including attitudes of tolerance and social awareness<sup>17</sup>.

Compared to previous research that generally placed the value of religious moderation as an additional material or extracurricular activity, this study developed a more systemic approach by integrating the value of moderation into all learning components. Thus, this study addresses the gap in the literature that still lacks on religious moderation teaching materials that are specifically designed for the primary education level and tested through an R&D approach.

The results of the study dominantly confirm that the development of integrated learning modules on the value of religious moderation through the R&D approach is a

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<sup>14</sup> Anju Paudel et al., "Initial Validation of the QUALity of Interactions Inventory (QUALII): Findings from the Expert Panel Survey," *Alzheimer's & Dementia* 21, no. S4 (2025), [https://doi.org/10.1002/alz70858\\_097944](https://doi.org/10.1002/alz70858_097944).

<sup>15</sup> João Coutinho-Almeida et al., "Development and Initial Validation of a Data Quality Evaluation Tool in Obstetrics Real-World Data through HL7-FHIR Interoperable Bayesian Networks and Expert Rules," *JAMIA Open* 7, no. 3 (2024), <https://doi.org/10.1093/jamiaopen/ooae062>.

<sup>16</sup> Brent Robertson, Mario G. Beruvides, and Jennifer Cross, "Lifecycle Cost of Quality Approach for Industrial Major and Mega Construction Projects: An Expert Validation Study," *Quality Management Journal*, 2025, <https://doi.org/10.1080/10686967.2025.2591614>.

<sup>17</sup> A. Sri Mardiyanti Syam and Ishak, "Bridging Policy and Practice: Evaluating the Curriculum Effectiveness in Fostering Religious Moderation and 21st-Century Competencies," *Jurnal Pendidikan Islam* 11, no. 2 (2025): 403–14, <https://doi.org/10.15575/jpi.v11i2.49596>.

relevant and applicable strategy in the context of basic education. Empirical findings show that the products developed have a good level of validity, practicality, and acceptability, and have the potential to support the achievement of student learning outcomes. This emphasizes the importance of a systematic approach in integrating the values of religious moderation into formal learning

#### D. Conclusion

This research departs from the need for teaching materials at the Madrasah Ibtidaiyah and Elementary School levels that not only emphasize the cognitive aspect, but are also able to instill the value of religious moderation in a systematic and structured manner. Through the Research and Development approach, this research succeeded in producing an integrated learning module on religious moderation values that were declared valid by experts, practically feasible according to teachers, and acceptable to students. The findings show that the modules support students' active involvement in learning and help most learners achieve learning completeness in materials related to tolerance, national commitment, anti-violence attitudes, and local cultural accommodation. More broadly, the results of this study affirm the importance of developing value-based teaching materials as part of the character education and learning management strategies in Islamic educational institutions. The modules developed have the potential to be a practical reference for teachers and school managers, as well as open up opportunities for further research to test their effectiveness in more depth in more diverse contexts and educational levels.

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